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ABSTRACT

The staff of a nonprofit music support organization plagued with low morale initiated a process of change that the executive director, with the help of a consultant/adult educator, agreed to continue. The change process included seven phases: discovery of need, the helping relationship defined, the change problem identified, goals established, change strategies practiced in a "reality situation," change stabilized and institutionalized, and the end of the relationship with the change agent. Evaluation of the change process showed that the number of employees who thought that "communication from management is frank and honest" had improved by 30 percent; there was a 30 percent increase in the number of employees who understood the procedures and rules of the organization and many other positive changes. The model of change that was created is still being used by the organization and the organization hopes to spread it to other arts groups. (Contains 30 references.) (KC)

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APPLICATION OF THE ADOPTION CHANGE MODEL IN A VOLUNTARY NON-PROFIT ARTS ORGANIZATION

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Background

Technical and information support to groups such as orchestras, chorales, and chamber music groups is provided by a not-for-profit music support organization located in the Eastern United States. Members of the organization include musical groups from the Boston Symphony Orchestra to the largely volunteer Walla Walla Symphony. Benefits of paid membership include, but are not limited to, newsletters for constituent groups that make up the music organization, a national magazine, regional and national training meetings, a national Fellowship program, an annual international conference, an employment advisory service, advice on volunteer development, a standardized Board Self-Evaluation program, information and referral service, and personal consultation.

This music support organization has approximately 50 staff in three divisions; finance and administration, program services, marketing, and development. Each division is headed by a vice-president and three of the four division have more than one department. The organization is structured like the musical groups who are members - hierarchical. "The leadership models of American orchestras grew out of the hierarchical "maestro" model." (Americanization of the American Orchestra, p. 172.) Each division and department operates autonomously with occasional meetings to share information about projects or tasks in which different internal divisions or departments are involved.

As one means to insure reliability of data collected for this study with that of other nonprofit organizations a comparison of demographics and attitudes toward the work environment was made. The staff of this arts organization looks like its counterparts in other nonprofit organizations.

A 1990 study of employees of nonprofits showed that almost 50% of the work force is between 18 and 34 and 25% is between age 35-44. 78% of the staff in non-profits are female. (Mirvis, p. 29) Tenure at nonprofits showed 20% had been at their job for 10 years and 25% between 5-10 years. (Mirvis, p. 31) 1977 and 1990 studies found that those employed in nonprofits are better educated than their for-profit counterparts, with 68% having some college or being college graduates. (Mirvis, p. 29)

In the music support organization 60% of the staff were under the age of 35; and 30% between age 36 and 45. (Employee Opinion Survey, p. 2) 70% of the staff had some college or were college graduates. Like their counterparts in other nonprofit organizations, the tenure of employees in this arts organization was short, with the majority having been on the job 5 years or less. 42% of the employees had less than

2 years of service; and 48% had 3 - 5 years of service. (Employee Opinion Survey, p. 4) 86% of the staff of the arts organization felt that the high staff turnover was affecting their job. (Employee Opinion Survey, p. 4)

Mirvis study showed similarities not just in demographics, but also in attitudes toward the work environment. Workers in nonprofits show quite favorable attitudes toward their organization. (Mirvis, p. 35) This included positive attitudes toward working extra hard at the job. (p. 37)

76% of those working for the music support organization expressed satisfaction in where they worked. Employees reported not minding long hours when it was needed to serve the needs of the field.[1]

Distrust of management (being taken advantage of) is a concern of employees in nonprofit organizations. (Mirvis, p. 37) In the arts organization 48% of the employees reported that they did not feel the relationship between management and the work force was good. (Employee Opinion Survey, p. 5) This concern is one shared across the profit, government, and nonprofit sector.

It is also true that the quality of work life in arts organizations has been influenced by the problems of funding that began in the late 1980's and has continued into the present. Contributions to arts organizations have been declining and subject to political debate. The magnitude and criteria for funding have created change in arts groups. (Useem, p. 330) This has been especially true for musical groups at the national and local level. "Old ways of thinking and talking about orchestra issues and problems have become less productive in our changing society and have not led to many widely accepted, practical solutions." (Americanization of the American Orchestra, p. 4)

The departure of several staff following the 1991 annual international conference and simmering disputes between staff members led some employees of the music support organization to hold a "morale" meeting in late Fall. The people at the morale meeting selected representative to meet with the executive director and discuss the problems. "The decision to make a change may be made by the system itself, after experiencing pain." (Lippitt, R., p. 10)

The executive director, who had not attended the morale meeting, then met with a consultant/trainer who had been working intermittently for the organization for two years. The CEO described the concerns of staff; low morale, turnover that affected

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[1] The field is the term used to refer to the orchestras, chorales, and chamber groups who are members or provide music programs throughout North America.

everyone's ability to get work done, lack of communication between and among divisions and departments, fuzzy accountability, lack of opportunity for advancement , and staff turnover. The CEO had a long history with the organization, initially as staff and for the last 10 years as executive director, she was concerned and wanted something done about all the problems, but wasn't sure where to go or start. "For there to be real shift in an organization it takes divine discontent with the status quo at the very top." (Huey, p. 136)

The morale meeting identified gaps in employee productivity, such as missed deadline, interpersonal conflict caused by unclear expectations and accountability, and a lack of communication, especially across division lines. The identification of gaps in performance is influenced by the characteristics of personnel. Gaps in performance and the need for change are more quickly spotted by work groups with a high level of education, professionalism, and cosmospolitness. (Rogers, Communications in Organizations, p. 159) This is an apt description of those employed by the music support organization.

The combination of the CEO's desire to improve and the employees identification of the gaps in performance led to the hiring of a consultant/change agent. "When a change agent is hired the group can stop trying to "maintain good appearance" and get help for past errors and weaknesses. The contribution of the change agent to this beginning process of self-examination is his [her] assurances that it is really all right--that is, not dangerous--for the client. . . to look at its own weaknesses." (Lippitt, R., p. 113) The consultant/change who worked with the CEO in late Fall was hired in 1992 to begin the process of innovation and change within the work place to address the issue raised by both staff and the upper administration of the organization.

Role of the Adult Educator/Change Agent

An adult educator is someone who helps adults learn in a "transactional process in which the adult educator interacts with learners, content, other people, and material to implement an educational program." (Galbraith, p. 3) In this instance the person selected for the role of "consultant/change agent" was an academically and experientially trained adult educator who helped plan an "intervention"[2] that would increase organizational effectiveness long after her departure. "Adult education is

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[2] Adult educators use the terms intervention, application, or treatment, when referring to the organization and delivery of activities that promote learning and change.

conducting activities to enhance individual performance so there is increaseed organizational effectiveness." (Beder, p. 41)

Not only did the employees of this arts organization want to find a "better way of work" to improve their personal work environment, but they were especially sensitive to the need to develop individual and collective skills to help the "field", musical organizations around North American that were suffering, strikes, bankruptcies, low-attendance, and decreased funding. (Financial Condition of Symphony Orchestras, p. iii-vi) The CEO and several people attending the "morale meeting" suggested to the consultant/change agent that fixing their own house would take time from already busy schedules,and if the process used didn't have wide applicability, why bother? "Adults caught within constrained relationships, unsatisfactory jobs, and closed political systems often cannot imagine other ways of conducting relationships, earning a living, or being a citizen. The task of the teacher of adults is to help them realize the body of knowledge, accepted truths, commonly held values, and customary behaviors comprising their worlds are contextual and culturally constructed. Such an awareness is the necessary prelude to their taking action to alter their personal and collective circumstances." (Brookfield, Understanding and Facilitating Adult Learning, p. 125)

In this "intervention" the role of the consultant/change agent was to educate, model, and build a core of internal change agents. The license to act carried with it the mandate to rethink systems and traditional ways of work. "A major tenet of the rationale underlying the facilitation of learning is that educators should assist adults to speculate creatively on possible alternative ways of organizing their personal worlds." (Brookfield, p. 233) The process of change in any situation is essentially educative. The change agent is someone who must help the individual or community learn something new. "The academic ancestry of sociological research on the adoption (change) process can be traced from the learning theories of psychologists. The process by which [changes] are adopted by individuals is essentially a limited example of how any type of learning takes place." (Rogers, Diffusion of Innovation, p. 77)

For this organization the consultant/change agent created a process that was wedded to the organizational culture, but used new systems to allow for the maximum transfer of learning. "Change agents try to find ways to set change activities apart from ordinary events in order to maximize the clients freedom to learn." (Lippitt, R., p. 259) The consultant /change agents task was to select a process that was consistent, transferable, easily reproducible, and developed a core of employees who could act as the change agents of the future. "Change agents must first seek to educate

members of the client system to welcome change, and [insure] that it provide opportunity [for] growth. The role must be portrayed in a way that assist others to learn how to learn, and subsequently assume responsibility for their own learning." (Wooten and White, p. 655) The change agents must be attentive to two objectives: 1) choosing techniques to help the client system solve its own problems and achieve change; 2) choose techniques so client and change agent maintain an appropriate relationship. (Lippitt, R., p. 130)

In meeting these objects the change agent has to make initial decisions about who, what, why, where, and when. These decisions are not made in a vacuum, but through consultation and discussion. "All of the change agent's diagnostic and helping activities are conducted in the context of the particular relationship which he has developed with the client system. It encompasses the joint plans, shared experiences, and mutual expectations which over a period of time the change agent and client system have developed together." (Lippitt, R. p. 115)

Planning the change process for the music support organization followed the seven phases outlined by Lippitt. (p. 23)

1. Discovery of need
2. Helping relationship defined
3. Change problem identified
4. Goals are established
5. Change strategies are practiced in "reality situation"
6. Change is stabilized-institutionalized
7. The relationship ends of change focus

Intervention Outlined

Phase One: Discovery of Need The need for intervention had been sufficiently described and reported by the CEO and those staff involved in the 1991 "morale" meeting.

Phase Two: Helping Relationship Defined A contract for services of a generic nature was developed for the consultant/change agent. (Statement of Work, 1992/93)

Phase Three: Change Problem Identified There were two apparent problems in this arts organization; 1) lack of communication across division and department lines hindered organizational effectiveness ; and 2) lack of planned strategy for change. The purpose of this change intervention was to educate and build the skills of internal client/change agents so they might learn to use a consistent change planning

process and solve some of the immediate communication and work related problems that were influencing the effectiveness of the organization.

Organizations like individuals have "reference groups." These groups are considered when actions and decisions are made." (Rogers, Communication in Organizations, p.?) The needs of the organization had been identified by an informal group of opinion leaders and it seemed consistent to utilize the skills of a more carefully constructed group to develop the identification of those things needing to be changed.

"Opinion leadership is the ability to informally influence individuals' attitudes or behaviors in a desired way with relative frequency." (Rogers, Diffusion of Technological Innovation, p. 362) By using opinion leaders from the beginning of the change process there was greater likelihood of acceptance of change by staff. "Due to their close conformity to the system's norms, the opinion leaders serve as models for the innovation behavior of their followers." Rogers, Diffusion of Technological Innovation, p. 362)

The consultant/change agent had to work through the opinion leaders to effect change. The opinion leaders in turn would be educated and practice the "reality" of change behaviors so they might become the internal change agents when it came time for the consultant/change agent to leave. "Change agents must work through opinion leaders." (Rogers, Diffusion of Technological Innovation, p. 372)

The opinion leaders selected to work on this project had to meet certain internal organizational qualifications. There needed to be balance on the basis of age, sex, years of experience within the arts organization, representation of all levels of the organizational hierarchy, and division and department representation In addition Rogers recommends that opinion leaders who are effective are 1) exposed to all forms of communication about new ideas, 2) more socially accessible, 3) cosmopolite, 4) innovative high social status, and 5) have high social status. The depth of talent and creativity among the staff of the arts organization made the selection of 12 individual to serve on the Change Planning Team (CPT) extremely difficult. The CEO and the consultant/change agent spent hours narrowing the choices to serve on the CPT. These 12 opinion leaders carried the success or failure of the project. "Change agents use opinion leaders within a given social system to prime the pump of planned change." (Rogers, Diffusion of Technological Change, p. 363.)

Phase Four: Goals are established

The CEO committed her time and organizational resources to insure the success of the project. " The factors of effort, time, and money are crucial to change

efforts from the point of view of the client system. These resources must be made available if the change effort is to be successful. The role supporter/advocate should be assumed by the client system as well." (Wooten and White, p. 656) The Executive Director and 12 of her staff made an 18 month commitment to develop goals, organize plans, learn change strategies, and evaluate the process. Wooten and White (p. 657) suggest that the change agent and the client have mutual roles of "problem solver, diagnostician, learner, monitor."

(from White & Wooten, 1986, p. 107; adapted by permission)

Rogers is clear about the elements essential to the diffusion of change from individual opinion leaders to a wider audience; 1] real innovation or change; 2] communication through existing channels; 3] change over time; 4] change by members of the social system and not just the opinion leaders. (Rogers, American Behavioral Scientist, p. 769)

In order to establish the problems to be addressed, goals and objectives, the Change Planning Team (CPT) for the arts organization met on an intermittent basis with the consultant/change agent. Meeting for an entire day, disconnected from their regular routine, the members of the team would report on work they had accomplished since the last meeting with the consultant/change agent, establish new objectives and work plans, try out new ideas, and look for creative but practical solutions to the

problems identified. ". . . in order to train adults in new patterns of interpersonal behavior it is desirable to remove them from their standard environments and place them in special environments where they are free to innovate, practice, and test new behaviors." (Lippitt, R. , p. 111)

A recognized objective by the consultant/change agent and members of the CPT during the problem identification and goal setting phase of the planned change was the need for communication. No one in the group wanted the staff to perceive the CPT as making decisions without input from everyone in the organization. "A communication problem for all change agents . . . .is that of securing linkages or communication relationships with their clientele." (Rogers, Diffusion of Innovation, p. 268) The initial communication links to the staff were made at the division and departmental level. "One way in which a change agent can help a client system is to make possible new connections among its sub-parts and to reorganize old connections." (Lippitt, R., p. 104)

As problems were discussed and goals drafted and revised, members of the CPT were learning that previously used methods of communication that seemed effective did not work. New techniques had to be developed. Individuals from the CPT, at a lower level of the traditional hierarchy were orchestrating and leading an interactive exercise to determine needs, and their superiors were merely participants in the process. The anxiety and ultimate success was a powerful teaching tool. "The best leverage point is the one which triggers off a distribution of change to other parts of the system." (Lippitt, R., p. 103) Opinion leaders were being transformed into internal change agents by virtue of their involvement in the project. They faced the same challenges of hierarchical needs and prerogatives as the consultant/change agent. The purpose of this method was to slowly integrate new ways of solving problems into an existing system, before moving to the creation of new systems to solve current problems. The organizational change process can be solved if an organization creates a complex, informal, and decentralized sub-system to initiate innovation [the CPT] - -while the remainder of the organization remains formal and centralized(Rogers, Communication in Organizations, p. 156)

The Change Planning Team established a purpose, roles for members, objectives, and challenges. (See Appendix 1)The challenges became the basis of action plans for implementations. For the purposes of this paper the objectives and challenges are used to evaluate the success or failure of the project.

Objectives

1. To identify the strengths of the [music support organization]
2. To identify the challenges facing the [music support organization] in the next 3 - 5 years
3. To list the relationship between the strengths and challenges facing the [music support organization and musical groups in North America.
4. To design and develop strategies to help various constituencies of the [music support group] implement changes in order to manage more effectively the arts organization of the 1990's.
5. To act as individual and collective change agents to help in the implementation process.
6. To serve as a resource for all staff on issues related to change.

Challenges [Action Plans]

The Change Planning Team identified 10 areas of internal operations that presented challenges to effective operations for the organization and individuals. Each of the ten items was assessed using a BARS (Behavior Anchored Rating Scale) evaluation method. Each of the 10 challenges had behaviors listed that represented the most productive work environment and the least. The CPT members evaluated the current internal work environment, using the scale. From that assessment (see Appendix 2) they selected 5 areas thought to be most critical to improving the working environment. Those challenges became the work plans for the remainder of the project.

1. To remedy a lack of understanding of other people's jobs and functions at the [music support organization].
2. To provide employee education about the field of performance music.
3. To provide continuing staff education and training.
4. To create a work environment that is proactive, not reactive.
5. To remedy the lack of internal communication.[3]

Phase Five: Change Strategies are practiced in "reality situation." At this phase of the intervention the consultant/change agent selected a change model to use that would most enhance the working environment. " A primary goal of most

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[3] Wording of the challenges has been slightly altered to preserve the identity of the organization in question.

organizational interventions from a client system orientation is to acquire knowledge, skills, or new attitudes to deal effectively with organizational situations." (Wooten and White, p. 657) This group of people wanted to see results and practice change strategies as quickly as possible. The role of the consultant/change agent was to facilitate that process and model behaviors which members of the CPT could emulate. (Wooten and White, p. 655) The author of the model selected suggests a check list when determining the change strategy to be used:

a. there must be a perceived need
b. the change strategy should fit cultural patterns and past experience
c. the change strategy must focus on increasing competence - not just change for change sake
d. the change agent's focus at the beginning of the intervention is on the opinion leaders
e. there should be an anticipation of the consequences of the change

The change strategy of "adoption" is the mental process through which an individual passes from first hearing about an idea to final adoption. Diffusion is the spread of a new idea from its source of creation to the ultimate adopters. (Rogers, Diffusion of Innovation, p. 118)

Change Adoption Model

At the heart of all change is an idea, practice, or objective that is perceived as new by an individual. (Rogers, American Behavioral Scientist, p. 768) Evertt Rogers, a rural sociologist, maintains that "decision-making is a process that may be divided into a sequence of stages with a different type of activity occuring during each stage." (Rogers, *Diffusion of Innovation*, p. 78)

In the book, *Diffusion of Innovation*, Evertt Rogers says, "Adoption [of change] is seldom an impulse decision." (Rogers, *Diffusion of Innovation,* p. 80) A study of 148 respondents reported no impulse decisions, but rather 73% became aware of a change in one year and made the change in the next. (Rogers, Diffusion of Innovation, p. 97)

Rogers maintains that "social change is the process by which alteration occurs in the structure and function of a social system." It is not a state, but a process. (Rogers, American Behavioral Scientist, p. 768) He further suggests that the "adoption model [is] consistent with the nature of change, congruent with previous research findings, and useful for practical application." (Rogers, *Diffusion of Innovation*, p. 79)

His research indicated that "even individuals lacking much education, mass media exposure, or modern attitudes . . ." make change using this model.(Rogers, American Behavioral Scientist, p. 771`)

The development of the adoption model began with the work of Ryan and Gross in 1943. These two sociologists described the steps from awareness to adoption related to the use of hybrid seed corn by farmers. (Rogers, *Diffusion of Innovation,* p. 79). In 1952 Wilkening said that the decision to adopt a change was a process composed of stages or steps. It is " a process composed of learning, deciding, and acting over a period of time. The adoption. . . is not the result of a single decision. . . but of a series of actions and thought decisions." Empirical studies by Beal in 1957 and Copp in 1958 determined the validity of the model. Holmberg, an anthropologist, adapted the steps to seven in 1960. (Rogers, *Diffusion of Innovation,* p. 81)

Rogers outlined a five step model. By engaging in a planned change strategy acceptance is spread to other members of a social system. Rogers call this diffusion. (Rogers, American Behavioral Scientist, p. 769)

Social Change Adoption Model (Rogers, *Diffusion of Innovation,* p. 81)

The Stages

First, Awareness -The change is exposed, but there is not complete information about it . Usually individuals are not motivated to seek other information at this stage. This is the initiator stage on which all the other stages are predicated. (Rogers, *Diffusion of Innovation,* p.81)

Second, Interest - The person wishes more information. People seem inclined to feel the change will be a benefit, but they are not yet persuaded. The function of this stage is to increase the level and complexity of information. This is the cognitive or knowing component of behavior and there is increased psychological involvement. Often times the individual engages in gaining information at this stage. Characteristics such as personality, values, and norms of the social system influence where the person seeks information and how it is interpreted.(Rogers, *Diffusion of Innovation,* p.83)

Third, Evaluation (or Mental Trial) - The individual mentally applies the change to their current situation and anticipated future. It is here that advantages to try it must outweigh the disadvantages. This is a conceptually different step from the decision to practice or adopt the change. It is the least distinct of the stages and empirically one of the most difficult about which to question respondents. This is the step where the decision to try the new idea occurs. Reinforcement steps are needed at this stage because the individual is engaging in subjective risk. This is a stage where peer

advice is more important than more generalized forms of mass communication or advertising. (Rogers, *Diffusion of Innovation,* p.83-84)

Fourth, Trial (or Practice) - The individual tries the change in a small scale to determine its' utility to his/her situation. The main function of this stage is to demonstrate the new idea and determine the usefulness for adoption. It is the test run. Specific and detailed information is needed by the individual and few people accept any type of change without first trying it. Rejection of change may occur at any stage but sometimes occurs when results of this stage are misinterpreted. (Rogers, *Diffusion of Innovation,* p.84-85)

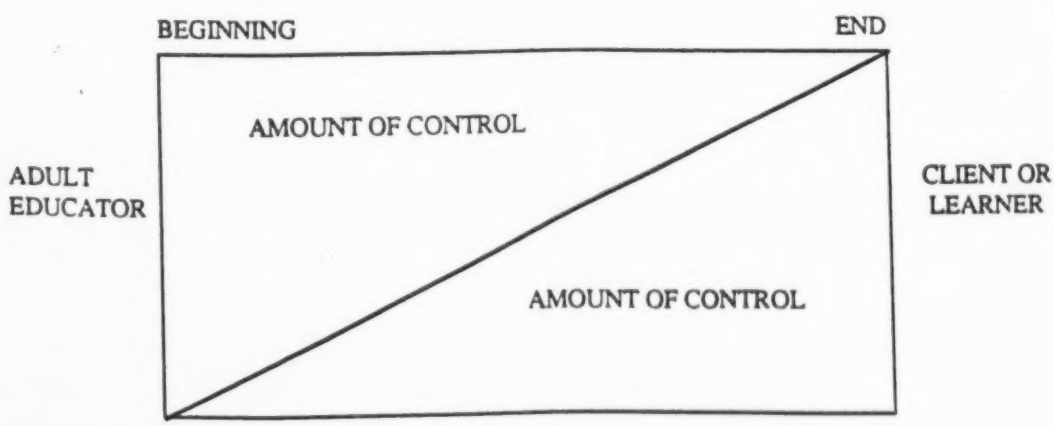
Fifth, Adoption - The decision is made to continue acceptance of the change. The function of this stage is the consideration of the practice stage and the decision to continue the change for the foreseeable future. (Rogers, *Diffusion of Innovation,* p.86)

There has been wide-spread use of this model within agricultural organizations throughout the world. Samples include farming methods in the Netherlands, weed spraying in Iowa, and a water boiling campaign in Peru to name only a few. One researcher used the model to test the use of new drugs by physicians. (Rogers, *Modernization Among Peasants,* p.92) The bulk of Rogers work related to the application of the model in relationship to individuals making change related to a 'thing' or way of doing something quite concrete. The entire model is balanced on the premise that change is made one person at a time. "There is no adequate research evidence that the stages concept is valid when [change] is adopted by a group decision . . rather than an individual. (Rogers, *Diffusion of Innovation,* p.80) The social change adoption process is only one of several different types of change models.(Kirkpatrick, *How To Manage Change Effectively*, p. 32-35)

Use of the Model In an Arts Organization

This particular model allowed full participation in the change process by all members of the CPT and eventually the entire staff of the music support organization. The actual activities or steps to be taken could be varied because they would be based on recommendations of members of the Change Planning Team. It also allows for change in the midst of the process and great diversity in the types of intervention techniques used. "Due to the dynamic nature of organizational change, great flexibility must be assumed by change agents and clients as they progress through an intervention. Research shows that interventions utilizing multiple techniques prove superior to singular approaches." (Wooten and White, p. 653)

Franklin suggests that change models that are successful have 3 common characteristics 1) a new model of operation which clients can consider as they formulate goals central to operations; 2) sequencing action steps so they are linked between what is and the change as it affects internal operation of the system; 3) sequencing action steps so they are linked between what is and the change as it affects external operation of the system. (Franklin, p. 473) Rogers adoption model requires the change agent to develop an array of interventions, activities, or steps to bring about change in an orderly process. The consultant/change agent for the music support organization could provide educational and experiential activities to help members of the CPT develop their skills in using a change intervention model and gradually move the initiative for change activities into the hands of the internal change agents, who would in turn build the skills of other staff to the value of planned change. Kaplan reports that there are two levels at which change takes place. The formative level is when members of the organization are exposed "gently" to the change strategy by the consultant who assumes a directive role. The normative level is when individuals and groups within the organization become converted to the change and assume responsibility for the initiatives to change. (Kaplan, p. 44) He maintains that the normative level can only occur when the client has experience with the change in safe conditions and the opportunity to assess its value. (Kaplan, p. 51) Dr. James Long, Professor of Adult Education at Washington State University has long used a graphic model to describe the relationship of the adult educators to their clients in his graduate classes. As with Kaplan's levels Long's model suggests that the change agent/adult educator begins the change strategy with a high degree of control and directiveness and over time turns the reins of change or learning over to the client.



The Change Agent

While the adoption change model is a natural phenomena, first reported by social scientists observing human behavior, Rogers' emphasis is on the use of the model by a change agent. The change agent is "a person who attempts to influence decisions in a direction he feels is desirable." (Rogers, *Diffusion of Innovation,* p.254) The change agent is often the communication link between two social systems. Their task is to design and implement experiences and activities that conform to the natural flow of how people adapt to change. The adoption model provides the framework for designing such activities.

Rogers recommends that planned change needs to be adapted to a social systems culture and values. The agent must believe in the change. The most effective change agents, according to research, are those more concerned with improving people's competence in evaluating change, not just in promoting that which is new. (Rogers, *Diffusion of Innovation,* p.256)

In the case of the arts organization the consultant/change agent acted in a dual and simultaneous capacity as an adult educator; providing training sessions on the model, organizing activities to use the adoption model throughout the problem identification stages; and as a change agent , utilizing a change strategy model to address the issues identified as problems and building an internal corp of 13 change agents who were members of the CPT and whose comfort with their role would reach out into the total organization. "The change agent must decide what parts of a client system will be directly involved in the change relationship." (Lippitt, R., p. 119)

Phase Six: Change is stabilized and institutionalized. The phase of problem identification was followed by the formation of five task force groups, co-chaired by members of the Change Planning Team. Each task force was assigned the responsibility of using the adoption model to draft activities or steps to address the problem and move toward acceptable and practical solution. Samples of the early recommendations of the CPT are located in Appendix 3. [4]

A primary problem in the work environment of this arts organization was the hierarchical nature communication often took. A person with responsibility for a project would ponder and think (study a musical score) would come out of their office

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[4] The wording of the challenge statements and the adoption model plans are quite different from the initial examples used in this paper. The involvement of other staff in the process quite naturally brought about changes.

(climb onto the conducting podium) and tell others how they thought things should be done (direct the orchestra). Increasingly younger conductors are involving musicians in decisions about the music they will play. The members of the CPT identified with the corollary relationship they shared with those working in the field and they wanted communication to be total and often. Through the entire problem identification phase there were department meetings, focus groups, division announcements, announcements at the weekly all-staff meeting, written reports to all staff from the consultant/change agent, and meetings conducted by the Change Planning Team where staff developed ideas for CPT to act upon. "Every part of the system which is in contact with the change agent will be told, at least in general, what it may expect from that contact." (Lippitt, R. p. 120)

To stabilize and institutionalize the Rogers model as a change strategy method to be used widely in the organization, the CPT members set about recruiting staff to serve on the task force of their choice and join in using the adoption model to plan methods to bring about organizational change. "The extent of promotional efforts by change agents is directly related to the rate of adoption of change" (Roger, Diffusion of Innovation, p. 258)

Task force groups to address the five challenges were formed in the late spring and summer of 1992. By the winter of 1993 they were meeting with regularity, organizing plans, engaging in study to further their knowledge before planning, implementing change to enhance the work environment, evaluating their work, revising plans, and beginning to meet together across task force lines. Groups ranged in size from 6 - 9.

The adoption model was being used in an institutionalized context by the task force groups and when individuals grew comfortable they would apply it to division or department planning for change. Staff members would consult the consultant/change agent, but were increasingly seeking the advice of their colleagues who served on the Change Planning Team.

Phase Seven: Focus of the relationship with the change agent changes

The relationship with the consultant/change agent came to an official end in the Fall of 1993. The members of the Change Planning Team had a team leader, job descriptions for all who served, a small planning group to work with the leaders, terms of office, and a planned rotational policy for the natural ebb and flow of staff on and off CPT. New internal change agents came up through the ranks of those serving on task force groups and the CPT told the consultant/change agent they were ready to "go it alone."

Results of the Change Strategy Intervention

"It would be pleasant if. . .we could assume that change moves along a single straight line in one continuous movement.. . . Unfortunately, everything we know indicates that this is not the case. Change does not follow any single course, and the movement is never continuous." (Lippitt, R., p. 266) It is too early to tell if this organization will institutionalize the adoption model of change planning and the work environment will be positively affected by increased communication between and among staff. Organizational effectiveness is more a kaleidoscopic process, rather than a fixed end state. (Lippitt, G., p. 125)

It is possible in the case of this arts organization to examine the development steps taken to meet the stated objectives and use that as an illustration of progress. (Kaplan, p. 55) The primary interest of the consultant/change agent and members of the Change Planning Team was not on change for change sake, but as a means to measure greater organizational and personal effectiveness.

A key factor in the success of this change intervention might be linked to the planned strategy of actual site visits by the consultant/ change agents. The research on organizational development, change strategies, and adult learning is quite clear on the need for periods of quiescence or reflection. "The most common pattern of movement seems to consist of occasional spurts of learning or change, separated by longer periods of apparent stability." (Lippitt, R. p. 267) In the early stages of the intervention the consultant/change agent chaired meetings and was directive in the types of activities carried out by members of the Change Planning Team. These meetings, usually of one day duration, occurred about once every three months. A flurry of activity began about three weeks prior to a visit by the consultant/change agent and lasted for about 4 to six weeks following. There was a spurt of change and then a period of seeming stability. (Lippitt, R. p. 267) A month prior to the arrival of the consultant/change agent members of the CPT often expressed concern that they were not doing their job. Phrases like, "losing our momentum" "need a shot in the arm," lost our enthusiasm." were commonly shared with the CEO and the consultant/change agent. The physical spacing of change activity actually followed closely the recommendations of experts when adults are trying to acquire new skills or practices. Brookfield uses the Greek word praxis to describe the " continuous and alternating process of exploration, action, and reflection" adults use when acquiring new skills. (Brookfield, The Skillful Teacher, p. 50) Lippitt refers to it as the need for "insightful reorganization" or the latent period between observable change related activities. He

even suggests that it is difficult to collect data during these concealed periods of change. (Lippitt, R. 267) The period of time to diffuse an innovation or change to adoption by the majority of the group is partly a function of the length of the adoption process by individual adopters and it is not a linear process. (Rogers, Diffusion of Innovation, p. ?). For example, it took on the average 9 years for farmers in Iowa to adopt the use of hybrid species of corn, homemakers took six months from the awareness stage to adopt the use of "miracle fabrics, the widespread use of the Revised Standard Version of the Bible took 3.4 years, and the use of language labs in high schools was 2 years. (Rogers, Diffusion of Innovation, p. 106).

Evaluation data needs to concern itself with the economic, human, financial, effectiveness, quality, and productivity conditions of the institution or organization. (Lippitt, G., pg. 119). Five methods for collecting information are recommended when monitoring the effectiveness of a change intervention. The table below list the five methods and the data collection tools. It is followed by a chart of the goals and challenges established by the Change Planning Team and reports from the data collection factors that indicate the success or failure of the change intervention.

METHODS OF COLLECTING DATA	DATA COLLECTION IN ARTS ORGANIZATION
OBSERVATIONS	1. face to face meetings with consultant/change agent and CEO, CPT members individually and collective 2. phone consultation on change project approximately 10 - 20 hours per month for 20 months 3. participation in projects unrelated to change project gave opportunity to observe use of model and new communication strategies in actual practice
QUESTIONNAIRES	1. administered Employee Opinion Survey at beginning of Change project and one year later
INTERVIEWS	1. regular interview with Task Force Chairpersons on progress 2. involvement in specific projects where change was planned and assessment of individual or groups use of adoption model
DOCUMENTATION	1. newsletter following each visit by consultant/change agent 2. meeting summaries 3. progress reports to staff 4. task force meeting summary notes
INSTRUMENTS TO COLLECT FEEDBACK	1. task Force Report forms 2. tegular reporting procedure for all Task Force groups during CPT meetings

EVIDENCES OF CHANGE STRATEGY IMPLEMENTATION

ESTABLISHED GOALS OF CPT	EVIDENCES OF ACTIVITIES TO COMPLETE THE GOAL
1. To identify the strengths of the [music support organization]	1. Interactive assessment process by Change Planning Team to identify the positive characteristics of the internal work environment of the organization 2. Members of the CPT organized an all staff activity to identify strengths from staff point of view 3. Publication of strengths and requesting additional input from all staff
2. To identify the challenges facing the [music support organization] in the next 3 - 5 years	1. Interactive assessment process by Change Planning Team to identify the challenges to the internal work environment of the organization 2. Members of the CPT organized an all staff activity to identify challenges from point of view of staff. This was done at three levels; all staff, division, and department. 3. Publication of challenges with opportunity for additional input from all staff
3. To list the relationship between the strengths and challenges facing the [music support organization and musical groups in North America.	1. This project was part of a larger organizational project, called the "Initiative for Change" in which all elements of the organization were focusing on the changes needed to continue the viability of performance classical musical group. Wide range of staff were involved in direct discussions with leaders in the field, both paid staff and volunteers 2. Written reports from the "Initiative for Change" activities were shared with all staff and used in discussions about internal organizational change and its impact
4. To design and develop strategies to help various constituencies of the [music support group] implement changes in order to manage more effectively the arts organization of the 1990's.	1. Article by CEO in organization's national magazine describing problem and using the language of the adoption model to suggest solutions 2. CPT member sharing the change process with members of a business group that works collaboratively with the music support organization 3. Department head advising volunteer with local music group on how to change her organization using the adoption model 4. 1993 National conference theme devoted to change in organizational structure to increase effectiveness 5. Meeting for professional staff of musical organizations provides workshops describing the use of the adoption model at the local level. 6. Cover story in organization's national magazine that described the process of change and its application to the field. Written by consultant/change agent
5. To act as individual and collective change agents to help in the implementation process.	1. 13 members of staff agree to serve on Change Planning Team 2. Serve as communication link to all staff on the issue of change. 3. Serve as leaders of task force groups to implement news ways of work to improve the environment 4. Two projects initiated crossing departmental lines which enhanced the end product and provide a more productive work environment 5. Two members of staff reorganize one facet of their work unit using the change planning model, the services of the consultant/change agent, and other members of the CPT
6. To serve as a resource for all staff on issues related to change.	1. CPT member began with consultation with one another when deciding to make a change in their individual or work unit. 2. Task Force groups assessing current work procedures and using the model to recommend new ways to organize for maximum effectiveness and communication. 3. Consultation by staff with consultant/change agent and CPT members on issues related to personal and professional change.

CHALLENGES [ACTION PLANS] AND TECHNIQUES TO ENHANCE THE ORGANIZATIONAL WORKING ENVIRONMENT

CHALLENGE [ACTION STEPS]	TECHNIQUES TO MEET THE CHALLENGES
1. To remedy a lack of understanding of other people's jobs and functions at the [music support organization].	1. Group revised their challenge statement (awareness)[5] 2. Developed task-oriented organizational chart (mental trial) 3. Developing a strategy to inform staff about the connection of commonly used acronyms to those who work on those projects (active interest) 4. Developed plans to assist new staff into learning the roles and responsibilities of others with things like signs outside office with name and jobs (practice)
2. To provide employee education about the field of performance music.	1. Survey of staff to determine needs (awareness) 2 Printed glossary of terms on performance music organizations(mental trial) 3. Created bulletin board of free concerts in the area.(practice) 4. Developed and implemented buddy system for attending concerts (adoption when staff began to attend)
3. To provide continuing staff education and training.	1. Revised the name of the task force (active interest) 2. Conducted focus group needs assessment and all staff buzz group needs assessment (awareness) 3. Evaluated current training and staff development available to employees. (mental trial) 4. Bulletin board on Training-Opportunities in high visibility area of the office (practice)
4. To create a work environment that is proactive, not reactive.	1. Revised challenge statement (active interest) 2. Task Force read Covey book, Seven Habits of Healthy People.(mental trial) 3. Define the term proactive in relationship to this arts organization (active interest) 4. Member of task force (not CPT member) begins to make connections to share the learning of group with other task force groups (practice)
5. To remedy the lack of internal communication.	1. Group revised their challenge statement (awareness) 2. Create an in house weekly news sheet to which anyone can provide information. Distributed to all staff. (adoption) 3. Use a Box for suggestions on how to improve communication (practice) 4. Open Discussion lunches for anyone to bring concerns.(active interest)

In mid-1993 it was determined that the music support organization would end its current fiscal year in the red, without massive cutbacks and that the ensuing fiscal year would necessitate even deeper cuts. The consultant/change agent was not consulted about possible change strategies to assess this problem and to the best of her ability to determine, the change model was not used to solve this problem.

In addition to the anecdotal information providing evidence of internal structural change, there were more quantitative measures to indicate the acceptance of the change process. "It can be argued that the single most important role to be assumed

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[5] Techniques listed are a sampling of a variety of things done by each task force. The volume of techniques is larger than needed to demonstrate the ways in which the task force groups a) used the adoption change model consistently; b) developed techniques to build a more harmonious working environment. Next to each technique is the adoption change stage.

by a client system is as participants." (Wooten and White, p. 656) By this measure the change intervention was a success. Of the 45 people on staff when the task force groups were formed, all but two voluntarily signed up to participate. The rate of participation by new staff, hired after the initial work was completed, has been equally high.

An indicator of trouble that was identified earlier was the high rate of staff turnover. In the almost two years of the project, staff turnover was reduced significantly. There were also opportunities for staff to participate in music related social activities on a voluntary basis. This had been true in the past, but the work of the task force dealing with staff education related to performance music significantly increased the participation.

Empirical evidence of the impact of change came from the Employee Opinion Survey. As part of the problem identification phase leading up to the establishment of goals and definitions of challenges the organization administered a standardized organization and development instrument published by Talico, Inc. The survey consists of 48 items using a 5 point Likert-type scale to measure opinions, attitudes, beliefs, and perceptions about how employees view their job, management, organization practices, and work conditions. The Change Planning Team requested that the survey be repeated in 1993 to measure changes in attitude related to the work environment. The group saw this instrument as an indicator of the success of their efforts.

In 1992 and 1993 over 75% of the employees responded to the mail survey. (It was administered on site by the Director of Personnel, under the supervision of the consultant/change agent. Responses were mailed directly to the consultant/change agent for tabulations and analysis). Unfortunately between 1992 and 1993, Talico revised and updated the survey leaving only 11 statements the same. Of the 11 statements seven showed an increase in agreement from the 1992 to 1993 responses. The most dramatic jump was in response to the statement, *Communication from management is frank and honest.* In 1992 this statement had 48% of the staff in agreement in 1993 it was 83%, this is a 34% increase. The active participation of upper level staff in and support for the work of the Change Planning Team was considered by some staff to have made significant improvements in the work environment. The statement I *understand the policies, procedures and work rules of this organization.*, in 1992 had a 54% positive response and in 1993 a 84% positive response This was a 30% increase in agreement and those disagreeing with the statement dropped by 39% from 45% in 1992 to 6% in 1993. The other statements ranged between a 2% and 12% increase in agreement .

Agreement rose on the following statements, *I get all of the information I need to do my job properly* up 11%, *I am paid fairly compared with the pay that I could get elsewhere for similar work,* up 18%; *My job makes good use of my skills and abilities,* up 14%, and *There are good opportunities to learn new skills in this organization.* up 14%.

Of the five statements where agreement was less in 1993 than in 1992 the largest was to the statement *The employee benefit plan meets my needs.* In 1992 there was a 77% positive response, 1993 a 54% positive response). This was a 23% drop. There had been little or no change in the benefits package. The consultant/change agent contacted the authors of the instrument and learned that the drop in positive attitudes toward benefits packages was showing similar shifts in other sectors and the statement, *My supervisor is willing to listen to my problems or complaints* in 1992 had a 84% positive response, 1993 a 76% positive response this was a drop of 8%. The other statements had a less than 4% drop in positive response from 1992 - 93. In light of the size of the sample it was considered statistically insignificant.

The authors of the Employee Opinion Survey indicated that items with less than 60% agreement might indicate a work environment problem. (Talico, 1993) In 1993, 29 items in the survey were positively ranked above 59%. 18 statements were rated below the 60% positive response recommend by the survey designers. In 1992, 33 items in the survey were positively ranked above 59% by the respondents and 15 items were positively ranked at or below 60 %. It is important to note that the 1993 survey included several topics not assessed by the earlier survey, so direct comparison's are impossible.

Observations

Less than two years into the project is too early to determine whether the institutionalization of the changes has taken place. There are both positive and negative indicators. The most hopeful sign is the increase in internal communication that crosses departmental and divisional lines. The 13 members of the Change Planning Team have taken as their mandate keeping the positive changes alive and well within the organization. They share information both formally and informally. "One of the more crucial roles for members of an entire client system to assume is informational supplier." (Wooten and White, p. 636) This dedication to sharing what has been learned is also evident among staff who have served on task force groups, but not the Change Planning Team.

The CEO and others use the adoption change model language and systems in daily activities, with those both inside and outside the field. The model has become

one way in which the organization plans new things. The leadership to use the adoption model has spread throughout the organization. Leadership on a project is often held by people with lower ranks in the traditional hierarchy. For example, the individual selected by the Change Planning Team to be Team Leader is not a department or division head. "Conversion is characterized . . . .by the emergence of strong internal leadership for change." (Kaplan, p. 55) Signals of systemic change occur when daily human interactions make manifest the change, people act according to the new value, and when people inside the organization take on the effort of conversion. (Kaplan, p. 61) "Many change efforts must be kept going for a comparatively long time before there is any clear success. Things may get worse before they get better." (Lippitt, R. 259)

APPENDIX 1

Purposes and Objectives

Change Planning Team

Purpose and Objectives

Purpose: To identify the strengths and challenges facing the _ and strategies to implement changes to enhance and improve the ability of the organization to meet its mission.

Objectives:

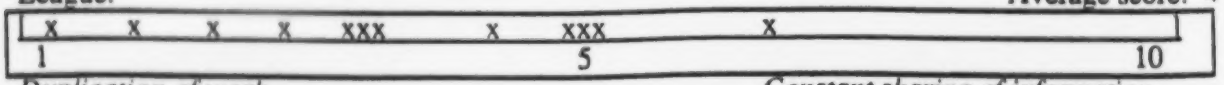
1. To identify the strengths of the
2. To identify the challenges facing the in the next 3 - 5 years.
3. To list the relationship between the strengths and challenges facing the . and orchestras throughout the U.S. and Canada.
4. To design and develop strategies to help various constituencies of the implement changes in order to manage more effectively the management of an arts organization in the 1990's
5. To act as individual and collective change agents to help in the implementation process.
6. To serve as a resource for all staff on issues related to change.

APPENDIX 2

The Five Challenges

STRENGTHS AND CHALLENGES FACING THE LEAGUE

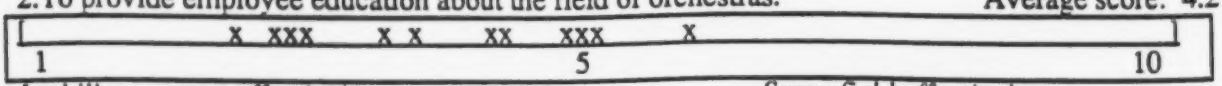
1.To remedy a lack of understanding of understanding of other people's jobs and functions at the League. Average score: 4



Duplication of work
Don't know who to go to for answers/information
Find out about events after the fact

Constant sharing of information
Effective use of resources
Spontaneous inquiries of others about projects/responsibilities
Going to correct person (first time) for answers/information
Proper project staffing

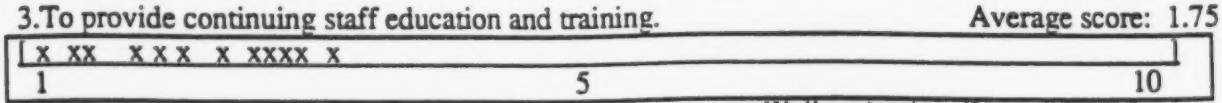
2.To provide employee education about the field of orchestras. Average score: 4.2



Inability to serve effectively
Disproportionate load on key staff
Loss of credibility
No improvement of services or products
Little progress

Serve field effectively
Equal distribution of workload
Insure credibility
Improved customer service

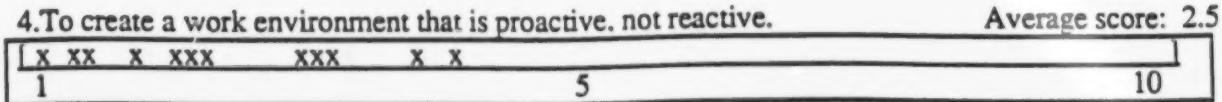
3.To provide continuing staff education and training. Average score: 1.75



Lack of enthusiasm
Poor attitude
Inadequate responses to field's needs
High attrition
Burn-out

Well-trained staff
Regular attendance of seminars
Provide good field training
Lower turnover
Renewed enthusiasm
After some length of service, attendance of seminar

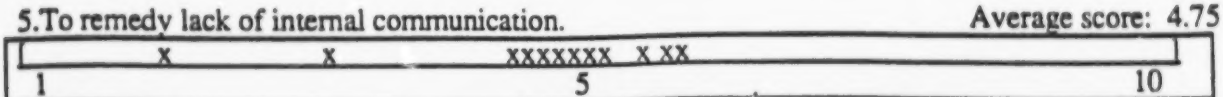
4.To create a work environment that is proactive, not reactive. Average score: 2.5



Always in crisis - management by crisis
No delegating
Not enough time
Not systems to fall back on
"Not getting anywhere" feeling
No connectedness
No cohesiveness

Able to delegate
Not on defense
Systems in place to solve crisis
Overall vision
Long term plan
Desk manual
Preventive maintenance

5.To remedy lack of internal communication. Average score: 4.75



Nobody talks
Duplication of effort
Unhappy staff
Attrition
No meetings

Some communication
Way our staff meetings are now! - last minute agendas, etc.
Not enough preparation for meetings
No reports out of meetings, i.e., VP's meeting

Staffings
Interdepartment meetings
Communication systems (paper trail)
Regular all staff meetings
Reports to staff

APPENDIX 3

Adoption Model - Draft Activities

samples

To provide continuing staff education and training

Awareness	1. change workshop, "First Friday Forums" 2. new employee orientation
Interest	1. needs assessment (defining job responsibilities and what people already know)
Mental Trial	1. comments on training from survey 2. specific training suggestions 3. post/announce local training to all staff 4. team to plan training sessions (who, what, why, where, when, how) 5. change newsletter for all staff (Nancy)
Practice	1. train-the-trainer workshops 2. uninterrupted time for training 3. new employee orientation 4. computer training (everyone) 5. understanding how adults learn
Adoption	

To provide employee education about the field of orchestras

Awareness	
Interest	1. more information as indicated through the survey 2. in-house PR and information (composers)
Mental Trial	1. "dress-rehearsal" at staff meeting for up-coming free concerts 2. music lending library for staff 3. terminology (orchestra, League) in Organizational Handbook 4. new employee orientation
Practice	1. guest speakers on orchestras/music 2. staff with orchestra background spend time talking about orchestras/music during new employee orientation 3. encourage session attendance at conference (when possible) 4. anyone doing receptionist duties have training on orchestras/music 5. concert attendance (buddy system) 6. in-house clipping service on orchestras/music 7. attendance at training seminars on orchestras/music
Adoption	

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